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ABSTRACT

This manual is intended to help students who are officers of vocational student organizations (VSOs) to develop and lead their groups. The manual is organized in four short sections. The first section provides general information on creating an effective and fun VSO. Subsections include: Why a VSO?; Good Meetings; Democratic Interaction, and The Task Force. In the second section, VSO organizational structure is profiled and an organizational chart provided. The third section outlines officers' roles, and the final section contains blank forms for a membership roster, minutes, financial reports, dues records, and a press release. (KC)

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OFFICERS' HANDBOOK

A COMPETENCY BASED APPROACH TO DEVELOPMENT OF A FUN & EFFECTIVE VOCATIONAL STUDENT ORGANIZATION

Arizona Department of Education
Carolyn Warner, Superintendent
Dr. Jim Hartgraves, Deputy Supt.
Dr. Ray Ryan, Deputy Supt.

June 1983

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PREFACE

VICA Now!

A Competency Based Approach to Development of a Fun and Effective Vocational Student Organization was first published in 1981. Since that time, Vocational Industrial Clubs of America has been designated the official vocational student organization for health occupations students of Arizona. The trade, technical and industrial students of our state have been actively involved in VICA since 1965.

Suggested Resources:

To achieve a successful student organization, it is strongly advised that you incorporate the use of two VICA publications as well as use this manual. The "VICA Teachers Tool Kit" is an excellent resource which explains how to get started in VICA, the election process, committee responsibilities, and how to establish a program of work for your club. The second publication, the VICA Leadership Handbook, is the official guide to the organization. By combining these two resources with this manual you will have an excellent and effective VICA club.

Need Further Assistance?

Technical assistance is available through the Arizona Department of Education to teachers and advisors in our state wishing to start or improve their vocational student organizations.

For further information, you may wish to contact:

Trade & Industrial Education

Ken Thompson, State Supervisor of T & I Education - 255-5196

Greg Donovan, State VICA Director - 965-7180

Health Occupations Education

Ellen O. Pearson, State Supervisor HOE - 255-3040

Karen M. Duffy, HOE Program Development Specialist - 277-8613

Dr. John Bradley, HOE Inservice Coordinator - 264-0130

ACKNOWLEDGEMENTS

Writing A Competency Based Approach to Development of a Fun and Effective Vocational Student Organization was a long process. When I came to Arizona, Yvonne Hutchinson of Tolleson High School had the only health careers Vocational Student Organization (VSO) in the state. Yvonne had completed the Northern Arizona University vocational teacher education program and was taught how to be a VSO advisor by Dr. Dean Teel.

Vocational Students Organizations; such as Future Farmers of America (FFA), Home Economics Related Occupations (HERO) and Vocational Industrial Clubs of America (VICA); are a valued part of most vocational programs. However, being a VSO advisor is not easy and it is unrealistic to expect a teacher to start one without help. Initially, I sought to remedy this problem by providing teachers with individual assistance.

By the fall of 1979, five health careers teachers had active VSO chapters. These teacher/advisors and their student officers met Saturday, April 19, 1980 to discuss the possibility of organizing a statewide health careers VSO. Dee LaMothe, Ellen Pearson, myself and the following persons were present:

Teacher/Advisor	President	School
Jeanne Akers	Kim Breedlove	Alhambra High School
- - - - -	Kristi Hunter	Dysart High School
Jayne Lauman	Kim Carlson	Flagstaff High School
Gary Tyra	- - - - -	Glendale High School
Donna White	- - - - -	Glendale High School
- - - - -	Roseanne Camarillo	Tolleson High School

It was unanimous that a statewide health careers VSO was needed. However, there were problems. Foremost, was the need for "how to do it" manuals for both teacher/advisors and student officers.

The pilot drafts of both a Teacher's Manual and an Officer's Handbook were written in response to the indicated need. Xerox copies were then field-tested by the following teachers during the fall semester of 1980:

Delores LaMothe-Alhambra High School
Dianne Miller-Buckeye High School
Gary Tyra-Glendale High School
Eleanor Anthony-Scottsdale Career Ctr.
John Bealer-Buena High School
Jayne Lauman-Flagstaff High School
Lila Hutcherson-Phoenix West High School
Patricia Bachelier-Nogales High School
Mary Springer-Mingus High School
Sharon Gladden-Chinle High School
Bill Dullas-Cactus High School
Sue Morrison-Horizon High School

Final drafts, based on teacher's experiences, were then written during Spring 1981.

Production of A Competency Based Approach to Development of a Fun and Effective Vocational Student Organization certainly was no one man show. Everyone named deserves thanks. If these handbooks are of value it is because of the highly talented and hard-working colleagues and friends who helped to do the job.

Jayne Dee Hendrickson deserves thanks. She typed these handbooks and everything else while answering the phone and fielding unending questions. Not only is Ms. Hendrickson a highly skilled secretary and medical assistant, but she is consistently one of the most pleasant persons I have ever met. She remained positive no matter what.

But most of all, Ellen O. Pearson, State Supervisor of Health Occupations Education in Arizona, deserves recognition. She saw the need for these handbooks and supported their development even though they had not been contracted for. They could not have been written without Mrs. Pearson's support.

Dr. John L. Bradley, Coordinator

Health Occupations Education Project

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BEING AN EFFECTIVE & FUN VSO

Why a VSO?

Being part of a Vocational Student Organization (VSO) can be a lot of fun. It is interesting that teachers, parents, and legislators are in favor of VSO activities at a time when the cry is "back to basics." There is a simple reason why. Belonging to a VSO is a good way to learn the values and skills it takes to be a success in school, on-the-job, and as a citizen.

Your teacher will help you establish your VSO, but it is your responsibility to see that it thrives. There is a good reason why responsibility for survival of your VSO is placed on your shoulders.

Democracy can be lost through ineffective leadership or the failure of citizens to support their institutions. A VSO provides the laboratory in which to learn the responsibilities and skills it takes to be a good student, citizen, and employee. Each VSO member is responsible for the consequences of their own actions and for the survival of their VSO.

Good Meetings

Meetings are important because this is where members make decisions and develop the sense of togetherness that makes it possible to get things done. Good meetings also have a ripple effect. They generate pride and enthusiasm which can make an organization powerful. Bad meetings are destructive. It's a good idea to postpone a meeting until a good one is possible.

Good meetings are likely to result as long as three rules are observed. 1) Mutual Ownership: It is important that each meeting address business which is of concern to the majority of persons present. Otherwise, a VSO becomes the property of only a few and others lose interest.
2) Leadership: Four types of leadership are vital. Someone must foresee and plan for the future, the organization must have an official spokesperson, activities must be coordinated and administered efficiently, and there must be a discussion leader to insure that each member has an equal opportunity to participate. At best, lack of leadership results in a VSO being unable to achieve its potential and at worst leads to disintegration and chaos.
3) Follow Through: No matter how good a VSO's meetings, it is a fact that a meeting is no substitute for progress. Decisions must be carried out or members will soon lose interest.

A VSO that follows the above rules causes things to happen and members develop a sense of community that enables them to accomplish their goals. This sense of community and accomplishment results in pride of membership. In other words, belonging to an effective VSO is both productive and fun.

Democratic Interaction

Parliamentary procedure consists of the skills that enable a large group of individuals to debate and reach decisions in an orderly manner by voting. Democratic interaction is a new organizational technique that complements parliamentary procedure. As such it can increase a VSO's effectiveness by helping members participate more fully.

For example, traditional agendas are set by the VSO's Executive Council prior to each meeting and this is as it should be. Officers are the members most involved and knowledgeable about their VSO's business. However, a President can increase other members' commitments by taking two more simple steps. At the beginning of each meeting, the President can ask members to state that business they want handled. Next, members decide which business they want handled first. In this way, a VSO deals with the business most important to the majority of its members first.

Democratic interaction can help your VSO in another way. There is often simply not enough time for each member to share their ideas with the result that those who are most assertive and vocal tend to dominate. This causes two problems. Since it is often quieter and more thoughtful persons who have the best ideas, and these individuals may never get to speak, the best ideas may not be heard. Second, it is human nature for a person to be more committed to carrying out a decision they made than to carry out a decision ordered by someone else. Allowing a meeting to be dominated by a few results in poorer decisions being made and lessens members' commitment to the decisions made. Either way, the VSO loses.

When a VSO has nine or more members, a proven way to increase the quality of meetings is to organize members into small groups of five to eight members each. The easiest way to do this is for the President to arrive early and arrange the chairs into clusters before members arrive. Then during the meeting when an issue needs to be discussed or a decision made, the persons in each small group can do so efficiently. Each small group then chooses a spokesperson who reports the group's decision to everyone else present. The members of the entire group then decide which ideas they will pursue. This makes it possible for everyone to participate in each decision.

It is also a good idea to write up and post the minutes of each meeting as soon as possible. Including a reminder of the next meeting reinforces what was accomplished and relates it to what needs to be done next.

The most difficult skill for a President to learn is "open recording". Simply, the President or Secretary writes down what has been agreed to on a blackboard or large sheet of paper for everyone to see. Doing so is important. First, it helps the speaker learn by seeing their points restated in a clear concise way and seeing what others heard them say gives them a chance to make themselves clear. Second, doing so clarifies the points made for everyone to see. Third, most people become so interested in the here and now of a meeting that they cannot remember what was said a few minutes ago. Recording ideas for everyone to see clarifies the points made, prevents loss of good ideas and speeds progress. The large sheets of paper can also be used to write minutes since they provide an accurate record. When minutes are taken in the traditional way they sometimes only reflect the Secretary's view of what happened and that can be different from what everyone else heard and agreed to.

It is important for a President to remain neutral and to avoid adding ideas unless asked. Leaders who dominate meetings tend to be disliked, resented, and are sometimes impeached.

Parliamentary procedure is the place to begin. However, it is possible to improve the quality of a meeting by combining democratic interaction skills with traditional parliamentary procedure. Doing so increases the number of members involved and their commitment to their VSO.

The Task Force

Task forces of a few members are the backbone of most successful organizations. There are reasons why. Being a small group makes it possible for everyone to participate fully which means that everyone obtains the satisfaction of being a valuable contributor to their VSO. Also, being a small group makes it possible to know who accomplished what and this increases the status of contributors. There is nothing like recognition to increase one's willingness to work hard on the VSO's behalf.

Each VSO has two types of Task Forces. First is the Executive Council of VSO officers. The Executive Council meets before each regular

meeting and plans for the future. Second are specific Ad Hoc Task Forces which are created to accomplish one of the VSO's projects. Ad Hoc Task Forces meet as needed and their authority and responsibility are limited to their assigned mission.

Task Forces are important to a VSO's success for a meeting is no substitute for accomplishment. While it is possible for the entire membership to decide to act and to set goals and priorities, action is unlikely unless a few individuals are given the authority and responsibility to carry out their VSO's decision. Task Forces provide members with a meaningful way to participate in their VSO and are the means by which a VSO accomplishes its goals.

There are a few rules to organizing an Ad Hoc Task Force. First, it is only fair that members know exactly what they are expected to do before they volunteer. Each Task Force's mission, authority, and responsibility need to be clearly defined ahead of time. Members themselves decide how the goal will be accomplished, but they must have the necessary authority to go along with that responsibility. Nothing saps members' enthusiasm faster than learning they do not have the authority they thought they had. A smart Task Force leader will insist on having a written statement of their Task Force's mission before beginning work.

Task Force leaders may be included on the Executive Council. This strengthens the Council and makes it more knowledgeable about what is going on in the VSO's name. Since it is important to have strong Task Force leaders, it is a good idea to ask the persons nominated to office, but not elected, to serve in this role. These individuals are recognized leaders and an organization cannot afford to lose use of their talent. A personal telephone call from the President is often all that is needed to secure their cooperation and commitment.

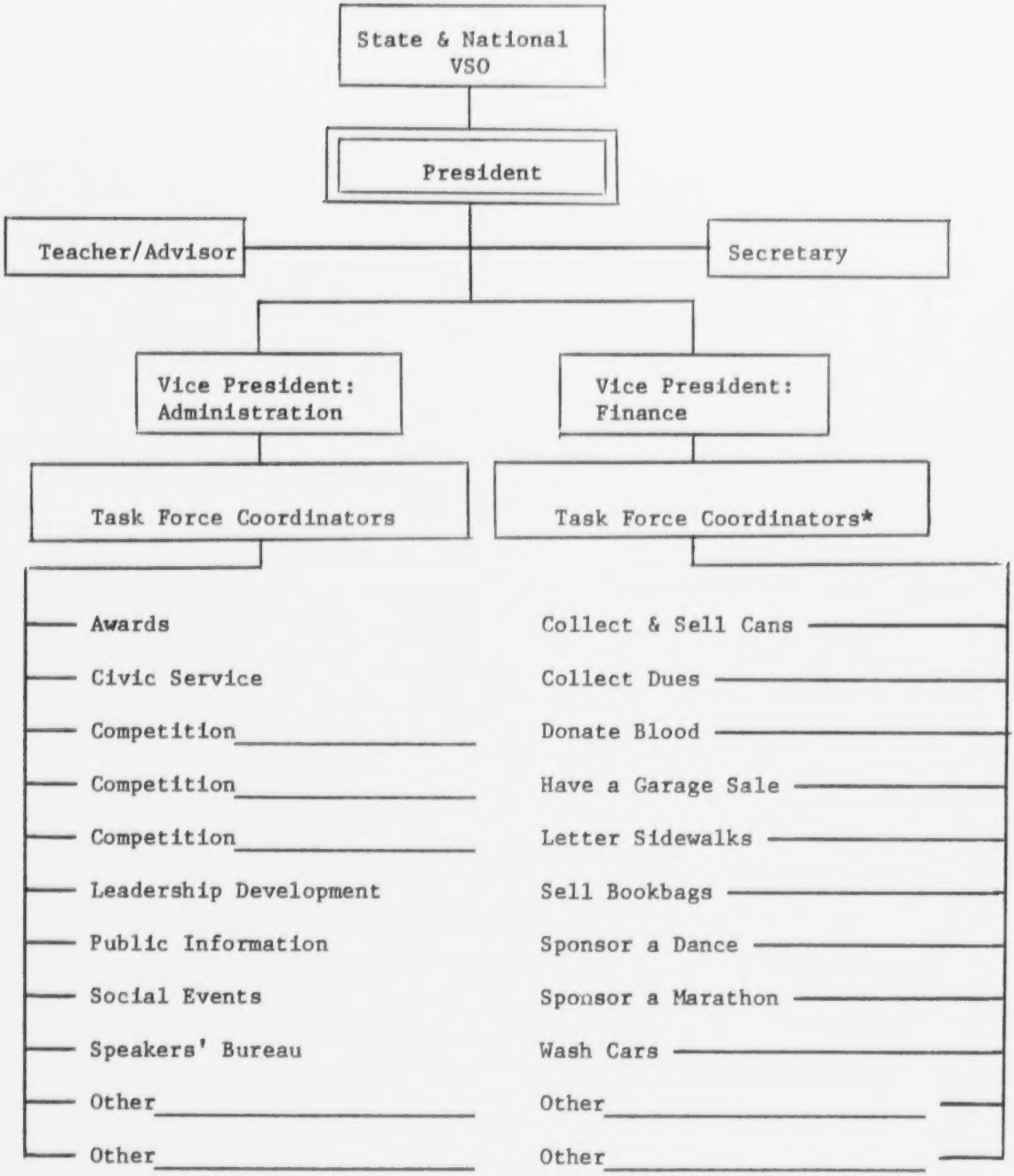
ADMINISTRATION OF THE VSO

Organizational Structure

For a VSO to function well each member needs to understand how they relate to officers and other members of the organization. A chart, like the one on the following page, is a good way to accomplish this task.

As illustrated, the further up on the page a position is placed, the more authority and responsibility the person in the position has. For example, the President reports to and receives instructions from the State and National organizations with whom your chapter is chartered;

ORGANIZATIONAL CHART



*These are suggested activities. Members of each VSO will choose the activities best for them, their school, and their community.

Vice-Presidents take direction from the President and present and defend the decisions of the Coordinators who report to them.

Another important concept is that of "Line and Staff." Line officers are responsible for accomplishment of the VSO goals while the job of a staff officer is to provide the President with help and advice. For example, when it comes to VSO business, the Teacher/Advisor is a member of the President's Staff and has no authority over, or responsibility to the Vice-Presidents or Coordinators. Of course, it is important to remember that your VSO is part of your teacher's class. While VSO officers are responsible for the VSO's success or failure it is the teacher's class and the teacher is boss.

An example of a line position is that of "Coordinator of Awards." One VSO goal is to:

> Experience the pride which results from being recognized for having done a good job and reciprocates in kind.

Final responsibility for accomplishment of this, and every other VSO goal, rests with the President. Obviously, the President can not do everything and authority to accomplish this goal will be delegated to the Vice-President of Administration who in turn will delegate it to the Coordinator of Awards. The Coordinator of Awards will then choose one or two persons to help decide what accomplishments should be rewarded, the form awards will take, how it will be decided who is to receive awards, to oversee the selection process, and to see that awards are presented.

Finally, it is important to remember that communication flows both up and down lines of authority. For example, the President helps members of the VSO decide what will be done and who is to do it. However, the persons who do the actual work know most about how to get the job done. Once it has been decided that awards are to be made and a Coordinator of Awards has been chosen, it is the Coordinator of Awards who has the authority necessary to establish the awards criteria and processes. It then becomes the Vice-President of Administration's responsibility to sell the Coordinator of Awards ideas to the President and other members.

Every organization has a structure that can be illustrated by a chart like the one in this manual. Organizational charts are an important tool since they show relationships. The most important thing is to remember that communication flows both up and down the lines of authority and that it is the persons closest to the job who know most about how to get it done.

OFFICERS' ROLES

Being An Officer

Effective leadership requires at least four distinct abilities. Foremost, and hardest to develop, is the ability to predict and prepare for the future. Since being elected rarely provides one with fortune telling ability and officers are expected to be able to do this, members of the Executive Council need to spend time together thinking about the future and developing a plan of action.

Second, members expect their leaders to speak for them and chair meetings better than they could do it themselves under the best of circumstances. Third, they expect their leaders to follow through on details. Fourth they expect leaders to keep perfect records and to correspond like a scholar. Few persons possess all four abilities and there are not enough hours in the day for any one individual to perform all of the above and maintain a respectable grade point average. That is why there are four equally important officers with distinctly different roles.

One of the best ways to lead is by setting a good example. Members are more likely to do their part when they see officers doing their fair share. On the other hand, officers must be careful not to do too much. The VSO belongs to everyone and working for it develops a sense of ownership just like driving a car implies it is yours. Officers who insist upon doing all of the driving (work) may arrive at a sponsored activity and find they are the only ones there.

Conflict Management

One of the most difficult tasks that will face you as an officer is that of conflict management. Unfortunately, conflict is a predictable and inevitable consequence of human beings working together. It is a byproduct of change, new priorities, emerging opportunities, competition, and differing value systems. Its very presence can be an indication of health - that people are changing, questioning, and fighting for things that are important to them. The idea that conflict can be avoided or resolved in any permanent sense is a false ideal. The trick is to learn to use the energy generated by conflict in a useful, productive way.

What are some alternative ways to deal with conflict?

1. Ignore it, deny it and discount it. This frequently works when the issue is not worth the effort.

subtly do the other guy in when nobody is looking. This is a popular tactic but it tends to play havoc with things like motivation, commitment, and cooperation.

4. Buck it up the line to your superior. This is often an appropriate response. At other times it inhibits effective communication or results in a handslapping command decision.
5. Pull a power play. You may win the battle but you could easily lose the war.
6. Acknowledge that a conflict exists, be responsible for problem solving, and negotiate an acceptable solution.

This final approach is often the most productive and is much easier said than done, so let's look at some suggestions that may help.

First, decide whether the conflict is worth the time and effort it will take to conduct an effective confrontation. Unless the conflict is going to lessen your VSO's ability to accomplish its goals, it is really none of your business. Your time is valuable and best spent on activities that will make your VSO a success.

If the conflict will be detrimental to your VSO if left unmanaged, then you will need to initiate a confrontation. Just be sure to wait until everyone involved has enough time to talk the conflict through to a mutually acceptable conclusion. Breaking off discussion prematurely can be destructive.

Begin the confrontation in a non-threatening way. Each of the persons involved is a valuable member of the organization and should not be accused of anything. One way to state your position is as follows:

> I understand there is a potential problem that may hinder our organization's ability to accomplish our goals. Would you both please tell me what has happened?

Listening is an art. Often persons pretend to listen when what they are really doing is planning a rebuttal. An officer who does this simply worsens the situation. There would probably not be a problem if the persons involved were communicating with each other.

Let each person know you are listening by looking them in the eye and nodding when they make a point. After everyone has had their say, you can test to see if each person understands the other's position by paraphrasing what you heard. For example, your summary of two Coordinators' positions in regard to a scheduling conflict might be as follows:

> What I heard you say was you made all the arrangements for a bake sale - the school

> will only let it be conducted on Friday the 16th - you do not want your work to be wasted and we need the money.
>
> What I heard you say was you have finally been able to arrange the County Hospital field trip we all voted for - County Hospital can only offer a tour on Friday the 16th and you do not want to cancel and disappoint your friends and the persons at County Hospital who made the arrangements for us.

Do not worry if you make a mistake in paraphrasing what was said. Most persons will correct you if they consider themselves misquoted.

Problem-solving is next. First define the issue. While the above example is complicated by the facts that 1) you need the money the bake sale will generate and it can only be held on Friday the 16th on one side and that 2) everyone voted for the field trip and it has been arranged by a potential employer whom you do not want to offend on the other side, objectively the only issue is the fact that two equally conscientious Coordinators have made the mistake of scheduling both their activities on the same day. A scheduling conflict needs to be resolved.

Last, problem solve in a non-emotional manner. Just be sure that no one is forced to accept a decision they will not support. The procedure is for everyone to talk together until everyone agrees on what to do. This takes time.

The most important thing is to accept the fact that conflict is a natural byproduct of working together. Members of the Executive Council need to spend time together talking about ways to identify and manage conflict. Devise ways to identify and surface problems before they become a crisis. Such anticipatory planning helps establish the expectation that problems can and should be discussed openly and that you care enough about each other to take the time to be fair.

The Teacher/Advisor

For a VSO to be effective, it must be an integral part of the educational program. This means that class time needs to be scheduled each week to meet. VSO's are an authorized part of the vocational education curriculum because they are an effective way to teach essential citizenship skills.

The Advisor's role is critical to a VSO success. Since student

officers graduate or are promoted soon after they learn their roles, it is up to the Advisor to provide the continuity necessary for a VSO to flourish year after year.

However, that does not mean that a VSO belongs to its Advisor. It is the property of the students for whom it was organized. It is the Advisor's job to help them become a viable organization and to serve as their liaison with school administration. Specifically, the Advisor's role is to:

1. Schedule a regular in-class time for the VSO to meet each week.

2. Launch a VSO each fall. This includes helping class members: A) Set VSO goals, B) Learn parliamentary procedure, C) Write a constitution, D) Elect officers.

3. Advise officers when advice is asked or it is apparent a mistake is being made.

4. Represent the interests of the VSO to school administrators.

On the other hand, it is not the Advisor's role to save the VSO. For example, if members decide to sell T-shirts to raise money, the Advisor needs to present their plans to administration and work with officers to obtain a time slot on the school calendar. However, should no members show up to sell the T-shirts on the appointed day, that is the VSO's problem, not its advisor's. One of the most important citizenship concepts that VSO membership can teach is that we are all responsible for our own actions and the success or failure of our organizations.

The role of Advisor is important. A VSO is not likely to survive without an Advisor's help. On the other hand, the VSO belongs to the students for whom it was organized. Whether or not a VSO prospers is really their responsibility.

The President

This is the glamour job. Unfortunately along with glamour, this job carries risk. While it is the President who gets the credit when things go right, it is also the President who is blamed when things go wrong. There are ways to insure that the reward is credit instead of blame.

The President is the person most responsible for the quality of VSO

meetings although everyone has to help. It is a good idea to review the Chapter on "Good Meetings" with the entire memberships. Because it is virtually impossible to run an effective meeting of more than 5-8 persons without parliamentary procedure, this skill is a must. Ask your teacher to teach it in class if not yet done.

The second step towards conducting a good meeting is being a good discussion leader. An effective discussion leader practices the following three skills:

Gatekeeping: 1) Sees that everyone has the opportunity to participate in discussion. 2) Prevents anyone from dominating the meeting, 3) Keeps everyone on topic and on time.

Summarizing: Tests to see if the speaker's statements are understood by saying "What I heard you say was..."

Consensus Testing: Checks to see if members agree with the speaker by asking "Does everyone here agree that..."

Last, since it is impossible for a President to do everything, the smart President uses every opportunity to support and promote the other members of the Executive Council. Their support is essential and the value of their contribution is often overlooked.

In summary, the President's role is to:

1. Preside over meetings and set agendas.
2. Speak for the organization.
3. Solicit/appoint task forces as necessary.
4. Co-sign expenditures.

The Secretary

While there is little glory in keeping good records, your VSO will fail without them. The Secretary is extremely important to the VSO's success. He or she is responsible for recording business meeting minutes, writing official letters, and keeping a current copy of the VSO's constitution and roster of members. It is a good idea to set up a notebook in which to keep records. A minutes form and membership roster are included with this Officer's Handbook.

In summary, the Secretary's role is to:

1. Take minutes during all Executive Council and regular VSO meetings.

2. Keep a current copy of the VSO's constitution.
3. Initiate correspondence and respond to requests for written information.
4. Maintain an accurate roll of VSO membership.

The Vice-Presidents

It is important to remember that a good meeting is not the same thing as progress. Decisions made during meetings have to be carried out for things to happen. It is the Vice-Presidents' job to see that goals are accomplished.

There are two ways to insure progress. One is for a Vice-President to chair each Task Force themself, but that is possible if the VSO only has two or three activities in progress and hopefully your VSO is more productive than that.

The way to accomplish large amounts of work efficiently is to help the President choose good Task Force Coordinators and to then help them obtain whatever they need to accomplish their goals. In other words, the Vice-Presidents support the Coordinators who report to them by serving as their advocate.

The second major Vice-Presidential role will be conflict management. If the several Coordinators who report to each Vice-President are all doing their own things it is inevitable that there will be conflict. It is up to the Vice-Presidents to see that conflict is managed in a way that results in productivity and rapport rather than disruption and discord.

Each Vice-President also has some specific duties. The Vice-President of Administration:

1. Assumes the President's duties in the President's absence.
2. Supports each non-fund raising Task Force.

The Vice-President of Finance:

1. Collects and accounts for all VSO finances.
2. Supports each fund-raising task force.

Both Vice-Presidents participate in meetings as an equal to other members and co-sign for VSO expenditures.

Task Force Coordinators

The first thing each Task Force Coordinator needs to do is obtain a written definition of what they are supposed to do. Otherwise they are likely to devote a lot of time and energy towards accomplishment of what everyone else considers to be the wrong thing.

Once one has a written mission statement it is possible to make plans and recruit help. In general the smaller the Task Force the easier it will be for everyone to get together and work in harmony. Some Task Forces will consist of only one person - the Coordinator.

It is each Coordinator's responsibility to keep their Vice-President informed. The Vice-Presidents need to know what each Coordinator is doing so that they can help them avoid interfering with each other and thereby reduce conflicts. Furthermore, it is the Vice-Presidents' job to provide Coordinators with support and they cannot do that if they do not know what is going on. Coordinators who keep their Vice-Presidents informed will reduce conflict and speed progress.

Financial Task Forces

It is an unfortunate fact of life that little is possible without money. Financial Task Force Coordinators are extremely important individuals and are to be given proper recognition and authority.

The fund raising activities listed on the organizational chart are only suggestions. Ideas that will raise money for one VSO will not for another. The factor that has the most to do with an activity's fund raising potential is the extent to which one or more persons wants it to succeed. It makes sense to choose those fund raising activities that a member wants to do and to make the most interested person Coordinator.

Each Financial Task Force Coordinator needs to do each of the following:

1. Obtain a written statement of the goal to be attained.
2. Obtain as much help from others as is needed.
3. Project how much money the activity will earn.
4. Write a proposal so the Vice-President of Finance can sell the idea to members of the VSO and school administration.
5. Once permission from school administrators is obtained, conduct the activity.
6. Present the money earned to the Vice-President of Finance.

Administrative Task Forces

While being a member of a VSO is fun, that is not a VSO's major purpose. VSO's are included in the curriculum because they are a learning experience. Much of the learning that results will be from the activities undertaken by the various Administrative Task Forces. Each Task Force and the specific responsibilities of each Task Force Coordinator are as follows:

Awards Task Force: 1) Decide what accomplishments are worthy of official recognition (examples - earns money for the VSO, demonstrates excellent scholarship, is a good citizen, etc.), 2) Decide what the awards will be (examples - certificates, plaques, money, a scholarship, etc.), 3) Decide how recipients will be chosen, 4) Obtain the awards, 5) Oversee the selection process, 6) Present the awards.

Civic Service Task Force: 1) Decide what projects are worth doing (examples - collect food for charity, pick up trash at school, trick or treat for Unicef, etc.), 2) Obtain the necessary permission, 3) Perform the service.

Competition Task Force: 1) Decide what competition will be undertaken (examples - job interview contest, participation in the Arizona Science Fair,etc.) 2) Obtain the necessary permissions, 3) Identify potential competitors, 4) Prepare for the competition, 5) Compete.

Leadership Development Task Force: 1) Learn which offices members of the VSO are eligible to run for (examples - class president, VICA President if VICA is the Charter Organization, etc.), 2) Obtain the rules and regulations, 3) Solicit candidates, 4) Organize a campaign, 5) Campaign.

Public Information Task Force: 1) Decide what information needs to be shared, 2) Decide how to best disseminate the information that is to be shared (examples - bulletin board, posters, flyers, news releases, etc.), 3) Obtain the needed supplies, 4) Prepare the media, 5) Disseminate the media.

Social Events Task Force: 1) Learn which social events are wanted by the majority of VSO members (examples - St. Patrick's Day dance, group picnic, Christmas door decoration, etc.), 2) Obtain the needed supplies, 3) Prepare publicity and obtain supplies, 4) Prepare the site, 5) Conduct the event.

Speakers' Bureau Task Force: 1) Decide which topics need to be addressed (examples - what does an employer want from an employee, what is a proper relationship at work, how does one get a job, the health care industry, etc.) 2) Tentatively schedule speaking engagements and potential speakers, 3) Obtain necessary permissions 4) Invite speakers in person, 5) Follow-up invitations with a letter of confirmation, 6) Introduce the speaker, 7) Thank the speaker after their presentation, 8) Follow-up the presentation with a thank-you letter.

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Make a copy and use it for
this year's business.

MEMBERSHIP ROSTER

VSO's Name: _____

_____

Member's Name	Member's Name

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MINUTES

VSO's Name: _____

_____

Date of Meeting: _____

Time of Meeting: _____

Place of Meeting: _____

Attendance

Members Present: _____

_____

_____

_____

_____

_____

Members Absent: _____

_____

_____

_____

_____

_____

Guests Present: _____

_____

President's Report

_____

President's Report Continued...

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Vice-President of Finance's Report

Income:_____ Expenses:_____

Balance:_____

Other:_____

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Vice-President of Administration's Report

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Secretary's Report

_____

Secretary's Report Continued...

Business Conducted

Respectfully Submitted: _____
Secretary's Name

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this year's business.

FINANCIAL REPORT

VSO's Name: _____

_____

Period this report covers: From _____ to _____

Initial Balance _____

Date of transaction	Name of the person funds paid to or received from	Amount	Balance
XXXXXXXXXX	XXXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX
	To	In	+or-
	For	Out	
	To	In	+or-
	For	Out	
	To	In	+or-
	For	Out	
	To	In	+or-
	For	Out	
	To	In	+or-
	For	Out	
	To	In	+or-
	For	Out	
	To	In	+or-
	For		
	To	In	+or-
	For	Out	
	To	In	+or-
	For	Out	
	To	In	+or-
	For	Out	
	To	In	+or-
	For	Out	
	To	In	+cr-
	For	Out	
	To	In	+or-
	For	Out	
	To	In	+or-
	For	Out	
	To	In	+or-
	For	Out	
	To	In	+or-
	For	Out	
	To	In	+or-
	For	Out	
			XXXXXXXXXXXXXX

Final Balance

Do NOT write on this form.
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this year's business.

DUES RECORD

VSO's Name: ______________________________

____

Date	Member's Name	Chapter Dues	State Dues	National Dues	Total
	totals				

Do NOT write on this form.
Make a copy and use it for
this year's business.

PRESS RELEASE

VSO's Name:_____

_____

Contact Person:_____

Phone:_____ Date for Publication:_____

Details

Who (Name the people involved - give titles etc.):_____

_____

What (Describe the activity, award, event etc.):_____

_____

_____

_____

Why (Explain why what happened, happened): _____

_____

_____

_____

_____

When (Give dates and times):_____

_____

Where (State where the subject of this release occured):_____

_____

Attach a Picture if Possible